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AUTHOR Cooper, Evangeline W.; And Others
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ABSTRACT

This companion booklet to "The Bottom Line" (a publication of the U.S. Departments of Labor and Education that highlighted changes in the work force and the population and cited some business efforts to improve employees' literacy skills) contains descriptions of 23 successful workplace literacy efforts in the Mid-Atlantic states. The programs described were selected to show the wide variety in workplace literacy programs--who teaches, who learns, where the training occurs, why the training is necessary or appropriate, how costs are borne, and what the results have been. A contact person is identified for each program. The booklet also identifies state and local sources for further information about workplace literacy programs. (Author/KC)

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IMPROVING BASIC SKILLS IN THE WORKPLACE:

WORKPLACE LITERACY PROGRAMS IN REGION III

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Region III - Philadelphia

IMPROVING BASIC SKILLS IN THE WORKPLACE:

WORKPLACE LITERACY PROGRAMS IN REGION III

A publication of the
U.S. Department of Labor
Employment and Training Administration
Region III - Philadelphia

William J. Haltigan
Regional Administrator

Edwin G. Strong, Jr., Director
Office of Training and Employment Services

Evangeline W. Cooper, Chief
Program Support Unit

1988

This report was written by Evangeline W. Cooper, Robert R. Van Dexter and Andrew L. Williams of the Program Support Unit of the Office of Training and Employment Services. The authors appreciate the cooperation and information provided by employers, labor organizations, education agencies and other groups and individuals who contributed to the publication, and the clerical support of Rhonda R. Winston.

The opinions offered in this document do not necessarily represent the official position or policy of the U.S. Department of Labor.

FOREWORD

In May 1988 the U.S. Departments of Labor and Education published The Bottom Line: Basic Skills in the Workplace. This publication highlighted the fact that the American workplace and the demographics of the American population and workforce are rapidly changing. The changes will have profound effects upon American employers. The effects themselves are exacerbated by the education deficiencies of some of our people. Some facts are:

- The U.S. population growth rate is declining.
- The number of young workers is declining, both relatively and absolutely.
- The population and the workforce are getting older.
- Eighty percent of the new workforce entrants will be women, minorities and immigrants.
- The Nation has moved from a manufacturing to a service economy.
- Ninety percent of new jobs will be in service industries, versus 8 percent in manufacturing.
- The occupational skill requirements for new jobs are increasing.
- The majority of new jobs will require post-secondary education for the first time in U.S. history.
- The national high school dropout rate is about 25 percent. Some high schools have rates as high as 40 or 50 percent.
- At least 20 million people in the U.S. are functionally illiterate. Some estimates place the number as high as 45 million.

With increasing skill requirements for jobs, a changing population mix and major education deficiencies--particularly among groups that will provide most of the new entrants to the workforce--it is obvious that literacy problems are not just an educational concern. They are a workplace concern. In The Bottom Line, Secretary of Labor Ann McLaughlin and Secretary of Education William J.

Bennett described how the concerns of the business community for a skilled workforce have never been greater.

- Job seekers lack the basic education and skills needed for available job openings.

- Present employees need stronger skills to accomplish workplace tasks.

- Many people are often able to mask educational shortcomings by artful deception - by "bluffing it" (to use the ABC television network's title of its dramatic program about adult illiteracy). But their job performance is hampered, no matter how skillful and successful the deception. Their lives are not as rich and full as they would be if the individuals had the ability to read.

Building a literate workforce starts, of course, with improvements in the educational system. There are hopeful signs here. The performance of young people is improving on national reading assessments, with especially significant gains for Black and Hispanic youth. But improvement in public education is only part of the solution. Employers themselves must, and are, making efforts to improve the literacy skills of their own employees. The Bottom Line described a number of these efforts. In this companion booklet, we are augmenting that information with more examples of successful workplace literacy efforts in the Mid-Atlantic States and identifying sources for further information about workplace literacy programs.

William J. Haltigan
Regional Administrator

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INTRODUCTION

As the skill levels demanded by new and changing jobs continue to rise, the importance of improving basic skills in the workplace becomes more and more apparent. Reading, computation, communication and reasoning skills are essential for a workforce which must expect to change jobs five or six times. The same skills among the workforce are essential for employers to take advantage of new technology and products. The same skills are essential as labor and management adopt a team concept of work, with increased employee input and control over how tasks are performed.

At the same time that the need for reading, computation, communication and reasoning skills among the workforce is rising, the makeup of the workforce itself is changing. A greater and growing share of America's workers are from groups which have had fewer educational and job-oriented opportunities. Many are deficient in the basic skills of reading, computation, communication and reasoning.

A partnership approach, involving business and industry, labor, schools, government, community organizations and workers themselves, is necessary to significantly improve basic skills in the workplace. A joint publication of the U.S. Department of Labor and the U.S. Department of Education, The Bottom Line: Basic Skills in the Workplace, suggests guidelines for setting up workplace literacy programs. There are many workplace literacy programs already operating as successful partnerships in the six jurisdictions which make up Region III--Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia. This publication, as a regional addendum to The Bottom Line, presents brief descriptions of some of these programs. They were selected to show the wide variety in workplace literacy programs--who teaches, who learns, where the training occurs, why the training was deemed necessary or appropriate, how costs are borne, what the results have been. A contact person is identified for each program.

The specific programs described in this publication are successful ventures which may serve as models for potential partnerships to improve basic skills in the workplace.

WORKPLACE LITERACY PROGRAMS

PROGRAM NAME: Adult Basic Skills Enhancement Program

PROGRAM OPERATOR: Tri-County OIC
P.O. Box 1941
Harrisburg, PA 17105

CONTACT PEOPLE: Jeffrey Woodyard
Tri-County OIC
(717) 238-7318

Dan Gillis
Corporate Management Training Manager
Hershey Foods Corporation
(717) 534-7697

Hershey Foods Corporation sponsors their Adult Basic Skills Enhancement Program through a non-financial agreement with the Tri-County Opportunities Industrialization Center (OIC). A needs assessment survey jointly conducted by Hershey Foods and OIC for Hershey Chocolate plant employees indicated an interest in improving basic skills. Skill and competency requirements had edged up over the years. Some Hershey Chocolate plant employees expressed interest in enhancing their skills to keep pace with changing job requirements.

The Adult Basic Skills Enhancement Program, which provides GED instructional classes to Hershey employees, has been in operation for three years. Financial assistance was provided by the Pennsylvania Department of Education to the OIC as a means of offering this type of training. Classes are scheduled twice a week for 2-1/2 hours each. The training occurs at the worksite, on the employees' own time.

Since the inception of the program, 84 individuals have participated; 70 have received a GED. Of the 84 participants, approximately 80 percent are assembly line workers, 15 percent clerical and 5 percent supervisory. Participation is on a voluntary basis, with recruitment being accomplished through general employee notices. A key

recruitment factor is that enrollment is kept confidential. This encourages participation by employees who might otherwise be embarrassed to enroll.

The company indicates that this program has encouraged and motivated employees to obtain secondary school diplomas, and has had a positive effect on morale for graduates of the program. Employees have increased confidence and have developed even stronger loyalty to the company. The increased skills, positive application of those skills on the job, and behavioral changes have resulted in advancement with the firm. Employees have made a point of thanking Hershey for providing the opportunity and incentive for self-improvement. Employees who had not completed high school are now proud to say they have achieved their GEDs through the Hershey program.

PROGRAM NAME: **Aim To Learn And Succeed (ATLAS)**

PROGRAM OPERATOR: **Bell Atlantic Human Resources**

CONTACT PEOPLE:

James Pavlakis, Manager
Bell Atlantic Continuing Education Programs
13100 Columbia Pike, D16
Silver Spring, MD 20904
(301) 236-3250

Linda Joyce Quarles
Bell of Pennsylvania
325 Chestnut Street, 3rd Floor
Philadelphia, PA 19106
(215) 351-6359

The C&P Telephone Company initiated the Aim To Learn And Succeed program in 1969 to enhance the skills of its workers. Since 1984 the program has expanded greatly under the auspices of the Bell Atlantic companies and their unions, especially the Communication Workers of America and the International Brotherhood of Electrical Workers. ATLAS is now one of three programs available to Bell Atlantic employees for career and personal development. The other two are the home-study program and the Tuition Assistance Plan. These voluntary, out-of-hours programs augment the extensive job-specific training that Bell

Atlantic provides. They are available to employees in West Virginia, Virginia, Maryland, the District of Columbia and New Jersey, and in Delaware and Pennsylvania where ATLAS is known as PM Education. The unions and the companies jointly oversee the effectiveness of the programs through Training Advisory Boards.

The unions have a strong interest in educational development for their members to help maintain their employability in a rapidly changing industry. The employers are concerned with ongoing development of their employees so that human resources are available as changes occur, giving the companies internal flexibility to respond. Employers, unions and employees all participated in planning the ATLAS program, which addresses communication, computation and interpersonal skills. Courses are designed to help employees qualify for lateral and upgrade opportunities and improve generic job skills.

There are several different courses which employees may take in the ATLAS program: a personal computer (PC) applications course; a course in basic math, reading, vocabulary, spelling and grammar; a writing skills component; a course in test-taking and thinking; and classes in communications (listening, reading, writing and speaking) and personal money management. Diagnostic and placement instruments are used for students in the language skills and individualized math courses; training is then tailored to individual strengths and weaknesses. Language skills training ranges from third grade to college reading levels, and math skills training ranges from concepts to basic algebra. Employees enter courses at appropriate levels and leave the program when they have achieved their goals. Training is accomplished through individual tutoring, small groups and classes. Courses are generally taught by local certified instructors under contract. Some of the in-house courses have been reviewed by the American Council on Education and recommended by the Council for college credit.

ATLAS courses are given at the worksite. Employees participate voluntarily, on their own time. Recruitment methods include employee brochures, news bulletins, video presentations, word of mouth and alumni newsletters. Participants include non-technical and technical workers, and non-management and management employees. There were about 5,200 course enrollments in 1987. The success of ATLAS is due in part to the convenient locations and hours, and to the relevance of the courses to the employees' personal lives and careers.

ATLAS and other Bell Atlantic training programs provide mutual benefit to the Bell Atlantic companies and their employees. The companies maintain an up-to-date, highly skilled workforce which is flexible and mobile. Employees have realized career advancements which they would not have been able to make without benefit of these programs.

PROGRAM NAME: **Applicant Screening Program**

PROGRAM OPERATOR: **Monongalia County Board of Education**

CONTACT PERSON:

Robin Asbury
Adult Education Program Specialist
Monongalia County Board of Education
County Vocational Center
1000 Mississippi Street
Morgantown, WV 26505
(304) 291-9226

The Morgan Shirt Corporation in Morgantown, West Virginia, was concerned about the hiring and retention of employees. Many potential employees could not fill out job applications correctly. Once hired, many could not calculate piece rates. Other new employees quit after a very short time, having been unaware of the nature of the job and its requirements. In conjunction with the Business and Industry component of the Adult Education program, Morgan Shirt and the Adult Education program specialist worked out a comprehensive pre-employment assessment and orientation.

Potential employees attend a designated 4-hour session in the local Adult Basic Education learning center. In this session, they are guided step by step in filling out the job application; given a career assessment based on preferences and experience; and given an orientation to the job benefits, work requirements, and other pertinent information about working at Morgan Shirt. Those potential employees with basic skill deficiencies in reading, writing or math are referred to the Adult Basic Education program or the local Literacy Volunteers program. The career assessment gives all the potential employees an opportunity to make informed decisions about the type of work they expect and wish to perform. Those who do not match to the specific jobs in the garment factory are referred

to adult education and technical classes offered through the Monongalia County Technical Education Center.

PROGRAM NAME: **AT&T Employees Training Program**

PROGRAM OPERATOR: **AT&T - Richmond Works**
4500 South Laburnum Avenue
Richmond, Virginia 23231

CONTACT PERSON: **Kathy C. Jones**
(804) 226-5810

AT&T - Richmond Works conducted an interest survey among their employees and discovered that some were interested in earning high school equivalency diplomas. As a result of the survey, the company coordinated with the local school district to offer GED training at the worksite. Each course is approximately 10 weeks long, with 2-hour classes twice a week. AT&T - Richmond Works provides both facilities and funding for the training, which the employees attend on their own time.

The GED program is advertised once or twice a year through fliers distributed at the worksite to all employees. Each flier includes a registration form. Since the inception of the program 82 employees--primarily production workers--have enrolled and about half completed the training. Four of the eight enrollees in 1987 earned their GEDs.

Employees who completed the program experienced a great sense of pride and self-accomplishment. The company reports that improved employee morale has had a positive impact on work.

AT&T - Richmond Works also offers programs with local colleges. The company has arranged with a community college to have the college placement test administered to interested employees at the worksite. The company also provides facilities at the worksite for a community college class designed to develop mathematics skills required to enter other college courses. Employees attend on their own time. These classes are offered in the evening and during the day to accommodate workers on all three shifts. The full course consists of three 10-week sessions, with one 2-hour class each week.

Approximately 35 employees have completed the full course. Eighty-two employees enrolled in the last 10-week session, and 73 completed it. The company pays the tuition costs through AT&T's Tuition Assistance Program. The Tuition Assistance Program may also be used by employees attending other college courses with company approval. There is widespread knowledge among employees about the Tuition Assistance Program; publicity and recruitment for the placement test and the mathematics course are accomplished through fliers and registration forms distributed to all employees at the worksite.

The company recognized the need to upgrade the reading and math skills of some of their employees. With concern for the employees and with awareness of OSHA requirements that employees be able to read warning labels and pass tests, the company is looking for computer- assisted training programs to teach basic reading and math. In the absence of such tools, they may need to develop in-house training at the most basic levels.

PROGRAM NAME: **Basic Literacy**

PROGRAM OPERATOR: **Center for Literacy**

CONTACT PERSON: **Larry Ruffner**
H. J. Heinz Company
Post Office Box 57
Pittsburgh, PA 15230
(412) 237-5077

The H. J. Heinz Company recognized the need to enhance the skills of its workers as its factory becomes more automated. The company also was aware that some employees lacked fundamental reading proficiency. Literacy training is provided through a non-financial arrangement with the Center for Literacy in Pittsburgh, Pennsylvania. The sessions are twice a week for two hours each. In addition, the company offers another training component for enhancing basic math and reading skills using the PLATO system—a computer based, self-paced program developed by Control Data Corporation.

The training occurs on the employees' own time. Currently, eight employees are participating in the literacy training and 30 to 40 in

the PLATO system. The trainees in the literacy program are factory production workers, while most of those using PLATO are electricians and maintenance workers.

The PLATO training was built into union contract negotiations as a result of the elimination of many craft jurisdictions and the combining of skills. Thus, workers had to become skilled in other areas previously closed to them. Participation was on a voluntary basis with recruitment accomplished through a posted training notice.

The company considers the PLATO system to have yielded favorable results for its employees. They point to the fact that many maintenance workers were able to advance in grade after completing the program and demonstrating their newly acquired skills on the job. The company benefitted as well, gaining more highly skilled workers without having to do additional hiring.

PROGRAM NAME: Basic Skills - Refresher Classes

PROGRAM DIRECTOR: Nabisco
6425 Penn Avenue
Pittsburgh, PA 15206

CONTACT PERSON: Renee Chaban
Human Resources Development Specialist
Nabisco
6425 Penn Avenue
Pittsburgh, PA 15206
(412) 362-8900, ext. 343

The Nabisco plant in Pittsburgh initiated the Refresher Classes program in anticipation of the need for more skilled workers in the future as technology improves. The local plant's program is in line with overall company training policy. (See also the description of Basic Skills Training offered by the Philadelphia plant.)

Nabisco provides 100 percent of the funding for the program, which amounts to $3,020. Local 95 of the Operating Engineers and the Bakery, Confectionery and Tobacco Workers (BC&T) Local have endorsed the program. The learning and counseling opportunities

offered include: an individual needs assessment which consists of a 15-minute session per student when first enrolled; a refresher course in math and reading which is four hours per week for ten weeks; GED preparation for four hours per week over ten weeks; and English as a Second Language which is four hours per week. The latest company-based program includes a unit on writing business letters. Nabisco is currently developing a job- based curriculum for future classroom use.

The training is accomplished through tutorials, classroom instruction and computer-based methods. Training occurs during paid work hours as well as on the employees' own time. Twenty-six individuals are currently enrolled in the training. Fifty-five have participated since the program was initiated, including 44 hourly workers and 11 salaried; 14 without a high school diploma and 41 with at least a high school education; 14 males and 41 females; 32 whites and 23 blacks.

The program has linkages with the Pittsburgh Literacy Initiative, the Community College of Allegheny County, the PLUS Taskforce, Chatham College, and the Greater Pittsburgh Literacy Council. These agencies, as well as management of Nabisco, Local 95, the BC&T Local and Nabisco employees, were involved in planning this program.

Participants were recruited through mass mailings with management and union endorsement, postings in the plant, newsletters, a note in each paycheck and a public meeting. Evaluation methodologies include a post-training test, program reviews and instructor ratings. As a result of the training, three employees have earned their GEDs and 15 others are working toward their high school equivalency diplomas. Employees have used the business letters writing course as an opportunity to express their appreciation for the company's establishing this training.

PROGRAM NAME: Basic Skills Training

PROGRAM OPERATOR: Center for Literacy
3723 Chestnut Street
Philadelphia, PA

CONTACT PERSON: Ira Tiffenberg
Human Resources Development Manager
Nabisco
Roosevelt Boulevard and Byberry Road
Philadelphia, PA 19116
(215) 673-4800

This program, sponsored by Nabisco, was in large measure an outgrowth of the company's decision to make significant investments in new technology to automate its bakery process. The changes, to be phased in over the next several years, will require workers to begin using computers and other technology they may not have been exposed to before. The Philadelphia plant's basic skills program serves as a primer for the more technical training that is to come.

The Center for Literacy, a private, non-profit organization, through a non-financial agreement, and the Community College of Philadelphia provide the training and instructional materials. Nabisco contributes classroom space. Classes are held in 2-hour blocks twice per week. The course is open-ended. Participants are working toward the attainment of a GED or improving their basic skills.

The training began on November 1, 1987, and occurs during the employees' own time. There are 15 people currently enrolled, all hourly production workers. Participation is on a voluntary basis and was solicited through general employee notices. Thus far one person has obtained a General Equivalency Diploma. It is too early to tell what the impact of this training will be, but Nabisco hopes it will lead to greater productivity on the part of its employees.

PROGRAM NAME: Career English

PROGRAM OPERATOR: Monongalia County Board of Education
County Vocational Center
1000 Mississippi Street
Morgantown, West Virginia 26505

CONTACT PERSON: Barbara Metheny
Monongalia County Board of Education
(304) 291-9226

Employees in the United States Department of Agriculture Forest Service in Morgantown, West Virginia, felt a need for instruction in writing and grammar skills. Many were required to write reports, letters, memoranda, and grant proposals, and wanted to improve their ability to write clearly and effectively. The Federal Women's Program Manager contacted the Business and Industry component of Monongalia County Adult Education to set up such a program.

The Adult Education Program specialist went on site at the Forest Service one day each week for six weeks to teach a Career English class. The objectives for the class were determined by assessment of and discussion with the employees enrolled. Employees were given 1-1/2 to 2 hours each week during work time for the class. The first session in the fall of 1987 was so successful that a sequel was planned and taught during the spring of 1988. The materials used in both classes were provided by the Federal Women's Program.

PROGRAM NAME: Contract Adult Basic Education Classes

PROGRAM OPERATOR: Prince George's County Public Schools
Adult Basic Education

CONTACT PERSON: Agnes Houff, Resource Teacher for
Adult Basic Education
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772
(301) 952-6088

Through its Adult Basic Education component, the Prince George's County Public School system is working with local employers to

provide workplace literacy programs. Presidential Woods Nursing Home, the University of Maryland and the Maryland State Department of Transportation - State Highway Administration are currently participating in this effort, with the Prince George's County Public Schools Adult Basic Education (ABE) administering the program.

Presidential Woods Nursing Home and the University of Maryland contacted the ABE office requesting classes for their employees, in response to information contained in an ABE brochure. The Maryland State Department of Transportation - State Highway Administration was prompted to participate in a training program after administrators attended a Maryland State Department of Education Workplace Literacy Conference.

Presidential Woods Nursing Home pays the school system $1,200 per semester for 10 weeks of classes (2 classes per week, 1-1/2 hours per class). The University of Maryland orders books from the ABE Program and pays instructors directly. The Maryland State Department of Transportation - State Highway Administration pays the school system $1,879 per semester for 12 weeks of classes (2 classes per week, 2 hours per class). Costs are adjusted annually based on teachers' salaries.

Training sponsored by these employers is not limited to reading and basic math. English as a Second Language (ESL) is provided to registered nurses who are from Africa and South America. ABE/GED is provided to highway maintenance workers and to University of Maryland domestic, grounds and dining hall staff. Employee handbooks, forms which the workers complete, staff newsletters, promotional examination directions, etc., are used to enhance and make more meaningful the instruction which is provided.

Employees of Presidential Woods Nursing Home receive both tutorial and classroom training during paid work hours. One half of the training time for University of Maryland participants is during paid work hours and the other half is on the employees' own time, at the end of the day. Participants are recruited through the use of fliers distributed to employees, bulletin board notices and announcements at staff meetings. Since the inception of these programs, approximately 270 participants have received skill development training services. There are 40 employees currently enrolled.

In addition to linkages with other public school ABE programs, there is referral to further training at technical schools and local colleges, to a multi-service Community Center for career counseling and to Adult Continuing Education Programs for job skill enhancement or career skill development.

Student evaluation forms are maintained for appraising students' progress. At the end of the semester, the employer is provided with a complete evaluation of each participant's accomplishment. Positive results in terms of increased skills, goal achievement, increased self-esteem of workers, improved work attendance and improved attitude in the workplace have been cited by both the employer and the employees. The training program has assisted participants to prepare for job promotions and to enter into additional training programs.

PROGRAM NAME: **Education in the Workplace--GED Pilot Program**

PROGRAM OPERATOR: **Community College of Philadelphia**

CONTACT PERSON:

Kevin Kelley
First Pennsylvania Bank
14th Floor, Center Square Building
16th and Market Streets
Philadelphia, PA 19101
(215) 786-7522

The First Pennsylvania Bank initiated this program because of its belief that employee development will result in a better workforce. The bank contracted with the Community College of Philadelphia to provide the training, which was 15 weeks in length.

Half of the training occurred during paid working hours and half was on the employees' own time. Attendance was on a voluntary basis. Sixteen individuals participated in the course. An evaluation methodology is still being developed; it is too early as yet to tell the full impact the program has had on the workers and the organization. However, 14 of the 16 trainees (nearly 88 percent) received a GED.

PROGRAM NAME: Employee Assistance Services

PROGRAM OPERATOR: Bassett-Walker, Inc.
Post Office Box 543
Martinsville, VA 24115

CONTACT PERSON: Michele Deese, Senior Benefit Specialist
(Employee Communication)
(703) 632-5601

Bassett-Walker's Employee Assistance Services (EAS) includes confidential referral of interested employees to a literacy program operated at the local library. The company, which is one of the world's largest manufacturers of knitted outerwear garments, uses posters and the in-house newspaper to alert potential literacy tutors and students to the library's program. Bassett-Walker has been involved in this activity for about six months. Because company referrals are confidential and because employees may make self-referrals for literacy training in response to information provided by the firm, Bassett-Walker does not have specific data for evaluation. However, the company plans to consult with the library's literacy coordinator to determine what further involvement the firm could have.

Bassett-Walker, Inc. is one of 44 companies participating in the Blue Ridge Personnel Association. The Association has met to discuss the problems of illiteracy and lack of basic skills among job applicants, and to discuss how the firms can help to resolve the problems. As a result, many of the member companies are now working with local schools in dropout-prevention programs.

PROGRAM NAME: English as a Second Language--
Dietary and Housekeeping Employees

PROGRAM OPERATOR: Suburban Hospital

CONTACT PERSON: George L. Maestri, Education Specialist
Suburban Hospital
8600 Old Georgetown Road
Bethesda, MD 20814
(301) 530-3836

When faced with the need to develop English skills for foreign-born employees, the manager of Suburban Hospital's Hospitality Services

Department contacted the hospital's Training, Education and Development Department. The employees were seen as needing the ability to communicate more effectively with the public, with their peers and with supervisors when receiving instructions for work-related activities. In addition, the training was seen as a mechanism to help with promotional opportunities. The Hospitality Services Department and the Training, Education and Development Department worked together planning the training program, and both sponsored it.

The Adult Education and Summer School Division of Montgomery County Public Schools is under contract to administer the program at a cost to the hospital of $2,275.

Individual needs assessment was conducted for each targeted employee by an instructor before the start of the training. This testing took approximately one hour. The English as a Second Language course was offered for employees of the Dietary and Housekeeping Departments who were selected by their supervisors based on their need to improve mastery of the English language. Classes were held twice a week (Tuesday and Thursday) for 1-1/2 hours each during paid work time. The course lasted 12 weeks. Materials were developed by the instructor to increase mastery of English as related to job tasks and communication with the public, fellow employees and supervisors. Teaching methods and tools included textbooks, class exercises, discussions and homework. One group of employees went through the program during July - September 1987.

After completion of the training the instructor submitted an evaluation report to the Training, Education and Development Department and to the Manager of Hospitality Services. Employees made progress in their ability to speak clearly and be understood, in their ability to read simple directions, in the use of expanded vocabulary, in their recognition of the English language alphabet and in basic reading skills.

The instructor was able to build the employees' self-confidence in their ability to learn English. The instructor's individualized approach helped each participant make progress in speaking English more intelligibly, and they found satisfaction in being able to perform their jobs more effectively. One participant pursued what she had learned by enrolling in evening courses at Montgomery County College. She did well, and because of her backgound in health care in

her native China, she went on to apply for a job as a Nursing Assistant in a local nursing home.

Program planners were pleased with the results of the program and would like to repeat it in the future.

PROGRAM NAME: **English in the Workplace**

PROGRAM OPERATOR: **Fairfax County Public Schools Adult ESL**

CONTACT PEOPLE: **Elaine Baush, Program Specialist**
Kate Silc, Coordinator of English in the Workplace
Fairfax County Public Schools Adult ESL
7731 Leesburg Pike, Room 100
Falls Church, VA 22043

Fairfax County Public Schools Adult ESL (English as a Second Language) administers a training program for hotels, an office maintenance company, a hospital, a tailoring operation and a bank services firm in the Fairfax County area. They also provide training for support services staff of Fairfax County Public Schools.

Because of the change in the local workforce, employers in the Fairfax County area hired workers who were found not to have sufficient command of the English language. This contributed to poor job performance and lack of promotional potential. Thus, employers saw a need to increase their staffs' proficiency and productivity on the job and took advantage of the training offered by the Fairfax County Public Schools Adult ESL.

Participants are recruited for training through posters and employee notices. Supervisors then refer selected, interested employees. Costs are sometimes paid by the employer and are sometimes partially financed with grants from the Commonwealth of Virginia. Since the inception of the program, approximately 1,000 participants have benefitted from the ESL training program. There are currently about 10 classes operating in the Fairfax County area, with approximately 15 participants per class.

Each participant is assessed to identify language needs prior to enrollment in a training program. Assessment is done by Fairfax County Public Schools Adult ESL staff. The training provided is classroom and tutorial activity. The progress of each student is evaluated throughout the training. In addition, each participant is given a standardized post-test to measure oral proficiency and comprehension. Results are provided to employers. Supervisors also rate the participants' progress through a post-program questionnaire, and provide results to management to evaluate the training.

Success of the program has been demonstrated through the employers' ability to promote individuals after completion of the course. One hotel's guest rating improved substantially after employees completed the training; the hotel attributed the improvement to the increased confidence of its employees and their new ability to interact with the guests. Another employer reported that the participants are now confident enough to answer and place telephone calls. Trainees have also won Employee of the Month and other special recognition awards, based on their job improvement after the training.

PROGRAM NAME: **GED & Literacy Training**

PROGRAM OPERATOR: **Fayette County Board of Education**
Oak Hill, WV 25901

CONTACT PERSON: **Paul Van Horn**
Adult Basic Education Coordinator
(304) 469-6963

The Fayette County Chamber of Commerce, the Upper Kanawha Valley Chamber of Commerce and the Adult Basic Education component of the Fayette County Board of Education are sponsoring this program. Representatives from these agencies recruited local business participation by demonstrating that reading problems can erode profits and by noting that 45 percent of the population in West Virginia does not have a high school education.

Employers who join the program are asked to pay the $12.50 fee for an employee who needs to take the high school equivalency test after

completing the GED program. Employees with reading problems who want a tutor can be tutored free by the Fayette County Literacy Volunteers. Seventeen companies have joined the program.

Participation by employees is on a voluntary basis and is on the employees' own time. Those entering the GED training are given a diagnostic test to determine an individualized course of instruction. The training is offered at the Board of Education site and at 15 satellite sites around the county. Thus far, 18 people have earned a GED. Plans call for the program to expand in the fall with the participation of many more companies and employees.

PROGRAM NAME: **GED Training**

PROGRAM OPERATOR: **Center for Literacy**
3723 Chestnut Street
Philadelphia, PA 19104

CONTACT PERSON: **Robert Leon**
Combined Rehabilitation Services
1633 Republic Road
Huntingdon Valley, PA 19006
(215) 677-9500

In an effort to improve employee morale as well as to upgrade the skills of its workforce, Combined Rehabilitation Services, an intermediate care residential facility for the mentally retarded, contracted with the Center for Literacy to provide GED training. The contract is for 48 weeks at a cost of $4,000 to $6,000.

Training sessions are held twice a week from 3:00 p.m. to 5:30 p.m. at the workplace. This is to accommodate the majority of the enrollees who work the 7:00 a.m. to 3:00 p.m. shift, and also allows for participation by staff on the 11:00 p.m. to 7:00 a.m. shift. Supervisors may adjust the schedule of employees on the 3:00 p.m. to 11:00 p.m. shift who wish to participate. Enrollment varies, as individual attendance is not mandated by the employer; people may come and go as they please. Since the inception of the program, approximately 15 employees have participated, most of them direct care staff.

Enrollees were recruited for the program through general employee notices. The employer believes that the program has had a positive impact on employee morale. Thus far, one person has earned a GED as a result of the training.

PROGRAM NAME: GED Training

PROGRAM OPERATOR: Preston County Board of Education
Kingwood, WV 26537

CONTACT PERSON: Alvey Deems
Community School Coordinator
(304) 329-0580, ext. 241

Impetus for GED training for employees of Hopemont State Hospital came from the West Virginia Department of Health, which set their first priority for training within the Department on employees' getting their GEDs. Hopemont's Staff Development Officer attended a statewide Department meeting where the training priority was announced and contacted the school system, which was simultaneously stressing GED training.

GED training is provided at no cost to the employer or the employees. Adult Basic Education funds are received from the State for the instructors' salaries, workbooks and materials. The Department of Health provides a stipend to cover the $15 GED testing fee.

The training for Hopemont State Hospital employees was initially offered at the hospital. The employer provided work release time for employees at work during class hours; other employees attended on their own time. Now there are only two or three Hopemont students a year, which does not justify classes at the worksite. The students are permitted flexible work schedules so they may attend classes elsewhere in the community.

Since the inception of the program, 37 individuals have attended classes with 22 receiving a GED. Successful participants include Health Service Workers, food service workers, maintenance workers and housekeeping employees. Participation in the course is voluntary. To facilitate recruitment, Hopemont sent notices about the training to

hospital staff when the program first started. Now, the Staff Development Officer talks privately with the employees who do not have high school diplomas or GEDs to encourage participation in the training.

The Department of Health has upgraded its educational requirements for new employees; all Health Service Workers must have a high school diploma or a GED. A diploma or GED is also required for promotion to Health Services Technician. The GED program for current Hopemont employees offers them an opportunity to improve their education and qualify for advancement. The training has also served to improve employee morale. Some of the participants had been out of school for as long as 25 years; some had children graduating from high school. Earning their GEDs was a source of great pride for the hospital employees.

PROGRAM NAME: **On-site Workplace Literacy Programs**

PROGRAM OPERATOR: **Department of Adult Education, Montgomery County Public Schools**

CONTACT PERSON: **Carroll T. Ruark, Adult Education Specialist**
Montgomery County Public Schools
Department of Adult Education
12518 Greenly Street
Silver Spring, MD 20906-4499
(301) 942-8304

For many years, the Montgomery County Public Schools' Department of Adult Education has worked closely with business, industry and government agencies to promote workplace literacy programs on-site for employees. The Department of Adult Education has worked with nearly 80 business, industry and government agencies, and has provided on-site classes for 17 different organizations over the last several years.

There are similarities among all the on-site programs. In most cases, the need for training was recognized by the employer or the supervisor most directly in contact with the employees. Most of the classes are paid for by the business or agency, and the employees are usually given release-time from work to attend classes. Classes

normally are held a minimum of four hours a week, although some have been 12 to 15 hours a week. Usually the classes are Adult Basic Education or GED oriented, or are English as a Second Language classes for foreign-born employees. Individual needs assessment is always done initially, and post-educational evaluation is also always done.

In addition to on-site workplace literacy programs, the Department of Adult Education offers job training and retraining programs, business and office courses and vocational training in evening programs at public schools. This has been successful as a means for small employers to provide training as a fringe benefit for their employees. The schools honor letters from employers, presented by the trainees, asking that the employers be billed for the training. The evening programs have also been used by employees who take courses at their own expense to improve their promotional opportunities.

PROGRAM NAME: Patrick County Adult Education Program

PROGRAM OPERATOR: Patrick County Public Schools

CONTACT PEOPLE:

Carolyn Deekens
Patrick County Adult Education Dept.
Patrick County Public Schools
P.O. Box 346
Stuart, VA 24171
(703) 694-3163

David Helms, Personnel Manager
JPS Elastomerics, Patrick Plant
P.O. Box 389
Stuart, VA 24171
(703) 694-3131

JPS Elastomerics, Patrick Plant, which manufactures rubber thread and Stripalastic, provides education and training programs for their employees through the Patrick County, Virginia, Adult Education Department. The program is funded by the Virginia Department of Education and Patrick County Public Schools; the employer contributes $200 annually for supplies. JPS Elastomerics recognized the need to offer educational enrichment services to their workers.

At the same time, their employees realized a need to become more productive on the job.

Training provided includes basic education, GED preparation and life coping skills. Trade terminology and job-related math are incorporated into the program for students in the basic education component. Classroom training is available to employees two days a week for two hours per class, either from 1:00 p.m. to 3:00 p.m. or from 3:00 p.m. to 5:00 p.m. Employees attend classes at the worksite on their own time; the choice of class times allows employees on all shifts to participate.

Since the program began in 1984, approximately 40 employees have received skill development and training services. There are approximately 10 employees currently enrolled. Participants are hourly production workers. Recruitment is accomplished by supervisors and managers through personal contact with employees. This personal encouragement by supervisors, emphasizing the benefits to the employees, greatly enhanced the recruitment effort. Location of training at the worksite was also a key factor. The area is mountainous and rural, and the worksite location is both convenient and economical for the students.

Grade level and academic progress are evaluated by the instructor, but are kept confidential. This confidentiality feature has contributed to the willingness of employees to participate in the training program. However, the impact of the training is apparent to the employer--both during the training and after completion, supervisors have stated that trainees are more competent and knowledgeable and show higher self-esteem.

As an outgrowth of the successful JPS Elastomerics project, Patrick County Public Schools has operated its cooperative programs with four additional industries. Community leaders have expressed appreciation for the participating employers' caring and contribution to the community demonstrated by their sponsorship of these programs.

PROGRAM NAME: Planters Employee Training (PET)

PROGRAM OPERATOR: Planters LifeSavers Company

CONTACT PERSON:

Charles F. Wallington
Assoc. Public Relations Representative
Planters LifeSavers Company
Winston-Salem, NC 27102
(919) 741-7671

Planters LifeSavers Company and Suffolk City Schools sponsor an adult basic education program for Planters employees at the Suffolk, Virginia, manufacturing plant. In 1978 UAW Local 26/65 was negotiating a new contract and considering an apprenticeship program. As they considered the needs of Planters workers, they realized that a basic skills program would fill in education gaps caused by poor school attendance, dropping out of school or non-mastery of subject matter. The employer and the union were both involved in planning the training. Suffolk City Schools and the Virginia Department of Education were called in to supervise the training program.

Funding for the program is provided by Planters LifeSavers (65 percent) and Suffolk City Schools (35 percent). The company also provides classroom space at the worksite. Employees attend training on their own time.

Individual needs assessment is done formally at the beginning of the school year, and takes about 15 minutes per student. Adult basic education is available 15 hours a week. Technology readiness training (e.g., computer and math skills) and sustained learning skills (e.g. problem solving, speaking and listening skills) are incorporated into the basic skills program. Students may also prepare to take the GED examination. Specific job-related skill training is provided if a student comes in with a particular problem. For example, lessons may be developed around understanding a computer handbook, with instruction provided on signals of the computer, parts of the computer, and what to expect in performance from the computer. The length of such training depends upon the subject and the student. Training is accomplished in a classroom setting and through tutorials. Guided self-study is encouraged. With four hours of class a week, outside study is also important for students' progress. Evaluation throughout the year is geared to the

subject matter covered by each individual. The TABE (Test of Adult Basic Education) is used for post-program testing.

Twenty-seven employees are currently enrolled in the Planters adult basic education program; 130 have participated since the program's inception. Trainees are hourly employees, both male and female. They include assembly line workers, mechanics, truck drivers and quality control workers. Recruitment is accomplished through bulletin boards in the plant, notices in paychecks, videos in the cafeteria, contacts with supervisors for referral, and union hall bulletin boards, notices and positive encouragement. Word of mouth has proven to be the best advertisement for the program.

Planters LifeSavers Company has found that participation in the adult basic education program gives employees a greater sense of self-worth. It builds self-confidence, which results in workers' being more productive and efficient, and provides them better resources for compromise and cooperation on the job. Participation in the training also allows the employees to be more involved citizens, as they become better equipped to take an active role in church and community affairs.

Three "success stories" demonstrate the importance and value of the program to individuals. One employee had dropped out of high school in the eleventh grade. She raised five children and worked at Planters for years. She received her GED 43 years after her high school days. A top-notch mechanic came into the program as a non-reader. After only two months he could read his first book, and now has a foothold on the world of reading. One young mother came back to school not only to be able to help her seven children with their homework, but also as an example to her oldest son that it is important to finish school.

PROGRAM NAME: **Read Better/Help Others Read**

PROGRAM OPERATOR: **Center for Literacy**
3723 Chestnut Street
Philadelphia, PA 19104

CONTACT PERSON: **Jane Gattone**
Philadelphia Newspapers, Inc.
400 N. Broad Street
Post Office Box 7788
Philadelphia, PA 19101
(215) 854-2528

Philadelphia Newspapers, Inc. (PNI), publisher of The Philadelphia Inquirer and Philadelphia Daily News, discovered that a number of its employees had difficulty reading the Employee Benefits Handbook. In recognition of this fact as well as the Occupational Safety and Health Administration (OSHA) requirement that persons working on dangerous equipment be able to read safety warnings, PNI decided to institute a literacy tutoring program.

The Center for Literacy, on a non-financial basis, is providing a 9-hour training course to a class of 31 volunteer tutors from PNI. The training occurs on the employees' own time. After the training each tutor will be assigned to a learner. Ten individuals have signed up thus far to be tutored. Tutors are available to work with those in need of assistance in the community, not just PNI employees. An essential element of the one-on-one instruction is that the tutor and learner agree to make a 6-month to 2-year commitment. They will meet at a mutually agreed upon time each week. Space is available at PNI's offices to accommodate the tutoring sessions, which will occur on the tutors' and learners' own time.

PNI is vitally committed to this project since its business is communicating through the written word.

PROGRAM NAME: The Reading Program

PROGRAM OPERATOR: Newport News Shipbuilding

CONTACT PERSON: Mr. Edward Brayboy, Assistant Director
Continuing Education Department
Newport News Public Schools
51 Copeland Lane
Newport News, VA 23601
(804) 599-8844

Newport News Shipbuilding was represented at the 1984 Regional Literacy Conference sponsored by the Peninsula Literacy Council and The Daily Press. The two principal speakers at the conference were First Lady Jeannie Baliles and former First Lady Lynda Robb, who have spearheaded literacy efforts throughout the Commonwealth of Virginia. As a result of the conference and some follow-up research into other companies' literacy programs, Newport News Shipbuilding entered into a partnership program with Newport News Public Schools under a state planning grant to conduct a needs analysis and plan a literacy training program for the company's employees.

Newport News Shipbuilding, using a large facility in an existing building, built The Reading Center--an up-to-date training site with the latest equipment and programs. In a continuing partnership, Newport News Shipbuilding, Virginia Department of Education and Newport News Public Schools sponsor reading and basic math programs for employees of Newport News Shipbuilding whose reading and math levels are below the ninth grade level.

In 1987 the program was financed by Newport News Shipbuilding (2/3) and through Federal funds (1/3). In 1988 funding is provided by the Virginia Department of Education (34%), Newport News Public Schools (33%), and Newport News Shipbuilding (33%). On their own time, employees learn reading and basic math skills through classroom instruction and tutorials. Each student determines the amount of time per week that he or she wishes to attend. The Reading Center is open from 1:00 p.m. to 7:00 p.m. Monday through Thursday. Each participant studies and progresses at his or her own pace.

There are 68 employees currently enrolled in the program. This is the maximum possible enrollment level, due to limitations on

available space and number of teachers. Ninety-five percent of the participants are men. Recruitment is accomplished through word of mouth, notices on pay stubs, posters and fliers. The company has set up a toll-free number employees may call for information about the program.

Evaluation is done through review of participants' progress and levels of accomplishment. Reported impacts include improved self-confidence, reliability and dependability. Newport News Shipbuilding is committed to The Reading Program, and to encouraging similar efforts on the part of other employers. In November of 1987 the company joined with Newport News Public Schools and the Peninsula Literacy Council to sponsor a second conference on workforce literacy.

PROGRAM NAME: **UAW - Chrysler Joint Skill Development and Training**

PROGRAM OPERATOR: **United Auto Workers Union Locals and Chrysler Motors**

CONTACT PERSON: **Paul Roden**
Education and Training Counselor
National Training Center,
UAW - Chrysler
P.O. Box 6040
550 South College Avenue
Newark, DE 19714-6040
(302) 453-5354

Chrysler Motors, UAW Locals 1183, 1212 and 404, New Castle County Vo-Tech School District and American Computer Educators sponsor education and training programs for union members who are employees of Chrysler Motors in Delaware. This is part of a nationwide project of the UAW - Chrysler Joint Activities Board and the UAW - Chrysler National Skill Development Training Committee. Chrysler now has 28 Education and Training Counselors serving employees in 41 facilities in 16 states.

The skill training program was initiated to improve skills of employees, to educate and train employees who might be displaced

and to provide personal enrichment and development. Local programs are conceived by the Joint Local Committee on Skill Development and Training, composed of both labor and management representatives, and focus on areas of mutual self-interest. For example, thinking, problem-solving, communication and interpersonal skills become increasingly important as operations are carried out through a team concept, with employees providing more input and having more control over how their tasks are performed. Computer language and knowledge of binary and hexadecimal number systems are necessary as employees learn new technical skills in managing and maintaining robots.

In Delaware, Chrysler employees participate in classroom and hands-on training activities on their own time. The program activities and services include adult basic education, computer awareness (30 hours a week), robotics, speed reading, public speaking and human relations (3 hours a week - Dale Carnegie course), general educational development (12 hours of GED and pre-GED classes a week) , education and career counseling, and personal interest courses such as real estate and Bible courses. The UAW - Chrysler Tuition Assistance Program is available to employees on an individual basis. The local Nickel Fund, to which Chrysler contributes five cents for each hour worked by each employee, finances computer-related training and will also be used for future technology skills training.

Since the inception of the program in Delaware, 295 employees have received skill development and training services. There are 222 employees currently enrolled in the program. Ninety percent of the individuals are male. The average age is 37.5 years. The participants are hourly production workers, skilled trade workers, engineers and clerks from the bargaining unit. Participants are recruited through the use of posters, fliers, literature display racks, the union newspaper, the plant newsletter, the plant quality newsletter, direct mailings to employees, recruiting tables in cafeterias and educational vendor fairs.

Evaluation is done through participant questionnaires and testing data. Reported impacts include improved morale, job advancement and career change possibilities, and a 10-percent increase in use of the UAW - Chrysler Tuition Assistance Program.

PROGRAM NAME: Workplace Literacy

PROGRAM OPERATOR: Pennsylvania AFL-CIO

CONTACT PERSON:

William G. Reck
Director of Education & Communicating Services Activities
Pennsylvania AFL-CIO
230 State Street
Harrisburg, PA 17101
(717) 231-2843

In recognition of the general change in jobs to ones requiring higher skill levels, the Pennsylvania AFL-CIO, in conjunction with the Harrisburg Region Central Labor Council, AFL-CIO, is offering basic skills training to union members. The program is funded through a State Adult Basic Education grant of $19,804.

The course includes 22 hours of classroom instruction in reading, writing and math. Twenty individuals are currently enrolled in the program--seven males and thirteen females. The trainees' occupations are: clerical (6), assembly line (8), and professional (6). The training has linkages with 17 literacy agencies in Dauphin, Perry and Cumberland counties.

Participants were recruited through word of mouth, telephone calls, meetings and a brochure. It is anticipated that the enrollees, when they return to their respective job sites, will be able to identify co-workers with learning deficiencies and refer them to appropriate sources of assistance.

The Pennsylvania AFL-CIO believes that the program is a means to better serve union members, and will yield positive results by helping workers to better compete in the changing job market.

The program is unique in that guest speakers appear who had experienced problems in the workplace because of learning deficiencies. It is expected that this sensitivity training will enable the trainees to identify persons with similar problems when they return to their respective jobs.

APPENDIX

INFORMATION SOURCES FOR SETTING UP A WORKPLACE LITERACY PROGRAM

Each of the contact people listed in this booklet has generously agreed to provide information to employers and others interested in setting up or expanding workplace literacy programs. Readers are encouraged to refer to The Bottom Line: Basic Skills in the Workplace for specific "how-to's" and information sources. Other sources of information include local school districts, state education agencies, colleges and universities, community colleges and other postsecondary education institutions, literacy organizations and libraries, training consultants, Job Training Partnership Act (JTPA) State Liaisons and State Job Training Coordinating Councils, Private Industry Councils (PICs) and Administrative Entities for JTPA Service Delivery Areas.

Following are lists of State Directors of Adult Education, State GED Administrators, JTPA State Liaisons, and local JTPA Administrative Entities.

STATE DIRECTORS OF ADULT EDUCATION

Delaware

Ms. Fran Tracy-Mumford
State Supervisor, Adult Education
Department of Public Instruction
The Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4667

District of Columbia

Ms. Hazel Showell, Director
Adult & Continuing Education
Brown Administrative Unit
26th & Benning Road, N.E.
Washington, DC 20002
(202) 724-4207

Maryland

Mr. Charles Talbert, Branch Chief
Adult and Community Education
Maryland Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2361

Pennsylvania

Dr. John Christopher, Div. Chief
Adult Basic Education
Dept. of Education, 6th Floor
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5532

Virginia

Mr. Lennox McLendon, Assoc. Director
Adult Education
Department of Public Instruction
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2075

West Virginia

Ms. Linda Amonette, Asst. Dir.
Adult Basic Education
Department of Education
Room B-230
State Office Building No. 6
State Capitol Complex
Charleston, WV 25305
(304) 348-6318

STATE GED ADMINISTRATORS

Delaware

Ms. Fran Tracy-Mumford
GED Administrator
Department of Public Instruction
The Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4667

District of Columbia

Mr. Alex Hyman
GED Administrator
Miner Adult Center
601-15th Street, N.E.
Washington, DC 20002
(202) 724-4209

Maryland

Ms. Penny Post
Acting GED Administrator
Maryland Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2280

Pennsylvania

Mr. Kenneth Wallick
GED Administrator
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-6747

Virginia

Mr. Claiborne Leonard
GED Administrator
Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2724

West Virginia

Ms. Linda Amonette
GED Administrator
Department of Education
Room B-230
State Office Building No. 6
State Capitol Complex
Charleston, WV 25305
(304) 348-6318

JTPA STATE LIAISONS

Delaware

Mr. Louis A. Masci, Director
Division of Employment & Training
Delaware Dept. of Labor
P. O. Box 9499
Newark, Delaware 19714 - 9499
(302) 368-6810

District of Columbia

Mrs. F. Alexis H. Roberson
Director
DC Dept. of Employment Ser.
Employment Security Building
500 C. Street, N.W., Room 600
Washington, DC 20001
(202) 639-1000

Maryland

Mr. Charles O. Middlebrooks
Assistant Secretary
Div. of Employment & Training
Dept. of Economic & Employment Dev.
1100 North Eutaw Street, Room 600
Baltimore, MD 21201
(301) 333-5070

Pennsylvania

Mr. Franklin G. Mont
Dep. Sec. for Labor & Industry
Dept. of Labor & Industry
Rm 1700 Labor & Industry Build.
Harrisburg, PA 17120
(717) 787-1745

Virginia

Dr. James E. Price
Executive Director
Governor's Employment & Training Dept.
Post Office Box 12083
Richmond, VA 23241
(804) 786-5696

West Virginia

Mr. Jacob E. Reger
Director
Employment & Training Div.
Governor's Off. of Community
& Industrial Development
5790-A MacCorkle Ave., S.E.
Charleston, WV 25304
(304) 348-5920

LOCAL JTPA ADMINISTRATIVE ENTITIES

Delaware

Mr. Louis A. Masci, Director
Division of Employment and Training
Delaware Department of Labor
P.O. Box 9499
Newark, DE 19714-9499
(302) 368-6810

District of Columbia

Mrs. F. Alexis H. Roberson
Director
DC Dept. of Employment Services
Employment Security Building
500 C Street, N.W., Room 600
Washington, DC 20001
(202) 639-1000

Maryland

Ms. Linda A. Harris
Director
Office of Employment Development
701 St. Paul Street
Baltimore, MD 21202
(301) 396-1910

Ms. Marie Keegin
Executive Director
Frederick County Job
Training Agency
520 North Market Street
Frederick, MD 21701
(301) 694-1165

Ms. Diane Ford
Executive Director
Susquehanna Regional Private
Industry Council
310 Green Street
P.O. Box 611
Havre de Grace, MD 21078
(301) 939-4240

Mrs. Odetta Perdue
Executive Director
Lower Shore Private
Industry Council
Post Office Box 99
Snow Hill, MD 21863
(301) 632-3300

Ms. Carol Rohr
Executive Director
Montgomery Community College
Rockville Office
College Administration Center
900 Hungerford Drive
Rockville, MD 20850
(301) 279-2046

Ms. Rosalie Wright
Acting Director
So. Maryland Private
Industry Council
c/o Charles County
Community College
Box 910 Mitchell Road
La Plata, MD 20646-0910
(301) 870-3008

Mr. Gerald Bilderback
Executive Director
Chesapeake Community College
P.O. Box 8
Wye Mills, MD 21679
(301) 822-1716

Mr. Joseph Puhalla
President
Private Industry Council
311-68th Place
Seat Pleasant, MD 20743
(301) 350-9760

Mr. Peter P. Thomas
Executive Director
Western Maryland Consortium
P.O. Drawer D
33 West Washington Street
Hagerstown, MD 21741
(301) 791-3076

Mrs. Rosalie Dashoff
Administrator
Baltimore County Occupational
Training Administration
1 Investment Place, Suite 409
Towson, MD 21204
(301) 494-2008

Pennsylvania

Mr. Thomas F. Schneider
Executive Director
Erie County Dept. of Employment & Training
5 West 10th Street, Suite 300
Erie, PA 16501
(814) 453-4990

Mr. Bernard Powers
Director
Allegheny County Dept. of Federal Programs
Suite 200 Wood St. Commons
304 Wood Street
Pittsburgh, PA 15222
(412) 355-5204

Mrs. Ann Mizer
Executive Director
Job Training for Beaver County, Inc.
Stone Point Landing
500 Market Street
Brigewater, PA 15009
(412) 728-2020

Mr. Edward J. Lyons
Chief Administrative Officer
PIC of Fayette, Westmoreland, Inc.
Courthouse Square, Room 404
Greensburg, PA 15601
(412) 834-2191 ext 4018

Mr. Ronald Kuleck
Executive Director
North Central PA Regional Planning & Development Commission
Post Office Box 488
651 Montmorenci Avenue
Ridgway, PA 15853
(814) 773-3162

Sylvia Lee
Executive Director
Mid-State Employment and Training Consortium
Willowbank Building, Holmes Avenue
Bellefonte, PA 16823
(814) 355-0621

Mr. Philip Koos
Executive Director
Northern Tier Regional Planning & Development Commission
507 Main Street
Towanda, PA 18848
(717) 265-9103

Mr. David Pearson
Administrator
Northwest Penn. Training Partnership Consortium, Inc.
Highway 322 East
P.O. Box 1
Franklin, PA 16323
(814) 437-3000

Ms. Melanie J. Smith
Director of the Dept. of Personnel & Civil Service Commission
City of Pittsburgh JTPA
City-Cnty Building, Room 431
Pittsburgh, PA 15219
(412) 255-2717

Mr. Ronald Painter
Executive Director
Tri-Cnty Manpower Admin.
717 Morton Ave., Room 121
Butler, PA 16001-3394
(412) 282-4700

Mr. David P. Suski
Director
Washington Greene Cnty. Job Training Agency
Courthouse Sq., Room 302
Washington, PA 15301
(412) 228-6870

Mrs. Marsha Hunter
Dir. for Human Resource Dev.
So. Alleghenies Planning & Development Commission
541-58th Street
Altoona, PA 16602
(814) 946-1673

Mr. Bernard Zarko
Executive Director
Central Regional Training Services, Inc.
Mt. View Complex
Rt. 225 South
P.O. Box 545
Shamokin, PA 17872
(717) 644-4500

Mr. Fred F. Lettieri
Executive Director
Scranton-Lackawanna Human Development Agency, Inc.
200 Adams Avenue
Scranton, PA 18503
(717) 963-6600

Mr. Joseph Sebelin
Director of JTPA Programs
County of Carbon
44 Susquehanna Street
Jim Thorp, PA 18229
(717) 325-2915

Mr. David W. Lacey
President
Phila. Private Industry Council
One Penn Center at Suburban Station
1617 JFK Boulevard, Suite 1300
Philadelphia, PA 19103
(215) 567-5627

Mr. Dwight A. Dundore
Dir. of Commerce & Economic Dev.
Montgomery Cnty Training &
Employment Program
3 Stony Creek Office Center
151 W. Marshall Street
Norristown, PA 19401
(215) 278-5950

Mr. John Abnet
Executive Director
Chester County Office of
Economic Development
117 to 123 West Gay Street
West Chester, PA 19380
(215) 431-6900

Mr. Robert J. Bukovsky
Executive Director
Berks County Employment & Training
15 South Eighth Street, Second Floor
Reading, Pennsylvania 19602-1105
(215) 378-8800

Mr. J. Thomas Myers
Executive Director
Lancaster Employment &
Training Agency
128 E. Grant Street
Lancaster, PA 17603
(717) 291-1231

Mr. E. David Bumbaugh
Executive Director
Franklin/Adams Employment
& Training Consortium
181 Franklin Farm Lane
Chambersburg, PA 17201
(717) 263-9413

Mr. Michael Tymczyn
Acting Executive Director
Luzerne Cnty Human Resources
Development Department
53 Blackman Street
Wilkes-Barre, PA 18701
(717) 822-1101

Mr. John V. Walsh, Jr.
Executive Director
Bucks County Office of
Employment & Training
Bucks County Bank Center
Routes 313 and 611
4259 Swamp Road
Doylestown, PA 18901
(215) 340-2028

Mr. Frank Carey
Executive Director
Delaware Cnty Office of
Employment & Training
321 West State Street
Media, PA 19063
(215) 566-7510

Mr. Edward J. Murray III
Executive Director
Private Industry Council of
Lehigh Valley, Inc.
1601 Union Boulevard
Post Office Box 2287
Allentown, PA 18001-2287
(215) 437-5627

Mr. James L. MacDonald
Executive Director
Susquehanna Employment
& Training Corporation
2107 North Sixth Street
Hudson Building
Harrisburg, PA 17110
(717) 236-7931

Mrs. Sylvia Anderson
Executive Director
York Cnty. Employment
& Training Program
118 Pleasant Acres Road
York, PA 17402
(717) 771-9410

Mr. Ronald Haag
Training Administrator
West Central Job Partnership
Mercer County Area
Vocational Technical School
State Bahl Building
585 E. State Street, Suite B
Sharon, Pennsylvania 16146
(412) 347-9257

Virginia

Mr. Andrew Chafin
Executive Director
Cumberland Plateau Planning
District Commission
Post Office Box 548
Lebanon, VA 24266
(703) 889-1778

Ms. Carolyn Barrett
Administrator
Fifth District Employment
& Training Consortium
310 W. Campbell Ave., 2nd Floor
Roanoke, VA 24016
(703) 981-2520

Ms. Suzanne C. Manzo
Director
No. Virginia Manpower Consortium
11216 Waples Mill Road
Fairfax, VA 22030
(703) 246-5250

Mr. Willie Blanton
Executive Director
Piedmont Job Training Administration
400 Preston Avenue, Suite 301
Charlottesville, VA 22901
(804) 971-3051

Ms. Betty Lou Weaver
Executive Director
South Central Employment
& Training
Private Industry Council
Drawer S
Farmville, VA 23901
(804) 392-9409

Ms. Rosalyn D. Key
Director
Capital Area Training Consortium
5410 Williamsburg Road
Sandston, VA 23150
(804) 226-1941

Mr. Curtis Johnson
Director
Job Training Services
2017 Cunningham Drive
Suite 300
Post Office Box 7489
Hampton, VA 23666
(804) 838-5206

Mr. Gerald Griswold
Administrator
A.T.& S., Inc.
Post Office Box 267
Abingdon, Virginia 24210
(703) 628-4185

Mr. Ben Vorhies
Executive Director
Shenandoah Valley Private
Industry Council
P.O. Box 869
Harrisonburg, VA 22801-0869
(703) 433-1495

Ms. Susanne Eisener
Director
Bureau of Labor Training Ser.
Post Office Box 7266
Arlington, VA 22207
(703) 358-5095

Ms. Kristen Shores
Executive Director
Central Piedmont Private
Industry Council
Box 1009
Rocky Mt., VA 24151
(703) 334-2781

Mr. Rick C. Frazier
Administrator
Job & Training Assistance Programs
1st Floor, Room 106
900 East Broad Street
Richmond, VA 23219
(804) 780-7179

Dr. Linda Odum
Administrator
Bay Consortium Private
Industry Council
Post Office Box 896
Warsaw, VA 22572
(804) 333-4048

Mr. Richard Sciullo
Executive Director
Southeastern Virginia
Job Training Administration
Circle East Office Building
Suite 223
861 Glenrock Road
Norfolk, VA 23502
(804) 461-3945

West Virginia

Mr. Jacob E. Reger
Director
Employment and Training Division
5790-A MacCorkle Avenue, S.E.
Charleston, WV 25304
(304) 348-5920

Ms. Shelley Thomas Huffman
Director
Private Industry Council of
Kanawha County
Post Office Box 3726
Charleston, WV 25337
(304) 344-5760

Ms. Rosemary Guida
Executive Director
Northern Panhandle Private
Industry Council
1027 Mount De Chantel Road
Wheeling, WV 26003
(304) 242-0172